

Kahoot as a Game Based Technology: A Solution For E-Learning Novices

Sri Awaliyah Nasir¹, Mutiah Nur Adzra², Indrawati Natsir³

Muhammadiyah University of Parepare

sriawaliyahnasir@gmail.com¹, adzramutiah@gmail.com², indranatzier@gmail.com³

Abstract

The objective of the research was to describe how students perceived the use of Kahoot! as a game-based technology solution for e-learning novices. This descriptive qualitative method took all students of XI IPS 3 in SMA 9 Wajo academic year 2018/2019 with 20 students by using purposive sampling. The data were collected through questionnaires and interviews which were analyzed qualitatively. The result found that there are three kinds of students' perceptions towards Kahoot!, the first is Kahoot as a learning media, the second is the benefit of the use of Kahoot, the third is the disadvantages of Kahoot as a learning media. The percentage showed that more than 90% of students stated that the Kahoot media for learning is having positive perceptions from them. They feel that learning by using ICT helped them to engage themselves and helped them to understand the learning material easily.

Keywords: *Students' Perception, Kahoot, Game-Based Technology*

Introduction

Teaching students is not easy, there are many things that we have to think about, not only about the material that will be given to the students but also the way to create an effective class during the teaching and learning process. In this millennial era, almost everything related to the technological sophistication. One of the ICT tools that we can use as a teacher is Kahoot. Kahoot is a kind of online quizzes to test students' knowledge about what we have learned before. It can engage students to participate in the learning process. Teaching students especially in one region where the use of technology for teaching still rarely is challenging, because not all the students understand about using the technology tools. This research aims to know how students perceived the use of Kahoot! as a game-based technology solution for e-Learning Novice.

Literature Review

ICT in English Language Learning

Teachers and students can achieve the intended learning outcomes by employed computer and internet-based technologies (Lubis, A. H, 2018). Based on the 2013 Curriculum Indonesia that the integration of ICT, many kinds of application that the teacher use in the classroom to make students more interested and enjoyable in the teaching and learning process (Reeve & Jang, 2006). ICT is the process of conveying information and communication through technology (Talebian et.al, 2014). The development of ICT makes the process of communication can be easy, teachers can take the advantage of it by using ICT in the teaching and learning process by tools such as the internet, e-mail, social media, gadget, games online and so on (Mwalongo, 2011). Technology can help the students to learn independently so that the teacher not only as a center of the class but also the students (Tondeur et.al, 2017).

Definition of Perception

Perception helps us to take the sensory information in and make it into something meaningful. Altman, Valenzi, and Hodgetts (1985) stated that perception is the meaningful interpreted that are selected and grouped by a person in the way stimuli. The process where an organism interprets and organizes sensation to form a meaningful experience is defined as perception (Lindsay & Norman, 1977).

Definition of Kahoot!

Kahoot is a result of a quiz research project initiated by the lecture at the Norwegian University of Science and Technology (NTNU) in 2006. It is a popular e-learning tool that can be easily used for providing metacognitive support, liveliness in class and student attendance in higher education which need limited lecturers and student education (Bicen & Kocakoyun, 2018). In a study titled as "Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for e-Learning Novices" it shown both undergraduate and graduate students were satisfied with the use of this game according to their answers and experiences regarding the use of Kahoot (Plump & LaRosa, 2017). Kahoot is an easy program to join and can be used to create quizzes with an interface designed in English (Wichadee & Pattanapichet, 2018).

Research Method

It used the descriptive qualitative method, to obtain the data the researcher used questionnaire and interview. The population was all students of XI IPS in SMAN 9 Wajo academic year 2018/2019 by using purposive sampling technique. There were 3 classes in the second grade of SMAN 9 Wajo; XI IPS 1, XI IPS 2, and XI IPS 3. The researcher chose XI IPS 3 which is consisted of 20 students. The questionnaire and interview conducted to gain information about the Students' Perception on The Use of Kahoot! as A Game-Based Technology Solution for e-Learning.

Finding and Discussion

A set of questionnaires containing 21 statements was distributed to 20 students Class XI IPS 3 of SMAN 9 Wajo. The questionnaire statements were divided into three, first contains a statement about the Kahoot as a media (Table 1), second, contains statements of benefits from this media (Table 2), and last contains statements about the disadvantages Kahoot (Table 3). Students were asked to give their opinions or views about this media included this section in group 4 (Table 4).

Table. 1 Kahoot as a learning media

<i>No.</i>	<i>Item</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1.	The rating system increases your ambition to become a top scorer	35% (7)	60% (12)	5% (1)	0% (0)
2.	You like the competition in this game	70% (14)	30% (6)	0% (0)	0% (0)
3.	You feel challenged when playing this game	25% (5)	75% (15)	0% (0)	0% (0)
4.	The rating system increases your ambition to become a top scorer	35% (7)	55% (11)	10% (2)	0% (0)
5.	You feel happy when you are in the top 5 positions	80% (16)	15% (3)	5% (1)	0% (0)
6.	Loss of interest when you don't enter the top 5 position	20% (4)	20% (4)	60% (12)	0% (0)
7.	The questions given in the game are by the topics given	65% (13)	35% (7)	0% (0)	0% (0)
9.	The questions given in the game are easy	50% (10)	40% (8)	10% (2)	0% (0)
10.	The questions given in the game vary	40% (8)	60% (12)	0% (0)	0% (0)

Table. 2 The benefit of Kahoot!

<i>No.</i>	<i>Item</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
11.	Can participate actively in answering questions	40% (8)	60% (12)	0% (0)	0% (0)
12.	Can increase your motivation in learning	55% (11)	40% (8)	5% (1)	0% (0)
13.	Can increase your interest in learning	50% (10)	40% (8)	5% (1)	5% (1)
14.	Can help in understanding the material that has been given	40% (8)	60% (12)	0% (0)	0% (0)
15.	Can increase your knowledge about the material that has been given	55% (11)	45% (9)	0% (0)	0% (0)
16.	Make learning more fun	75% (15)	25% (5)	0% (0)	0% (0)
17.	Can participate actively in answering questions	30% (6)	60% (12)	10% (2)	0% (0)

Table 3. The disadvantages of Kahoot

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
18.	The internet network connection is sometimes interrupted	20% (4)	70% (14)	10% (2)	0% (0)
19.	Your smartphone cannot be accessed from the internet from the start	5% (1)	45% (9)	45% (9)	5% (1)
20.	Your smartphone cannot be connected to the game again after the internet connection has been lost	10% (2)	30% (6)	55% (11)	5% (1)
21.	This game just wasted learning time	0% (0)	0% (0)	30% (6)	70% (14)

Table 4. Student Opinions About Kahoot!

1.	Kahoot serves to develop the potential of students in using technology
2.	Effective media for learning
3.	Using technology on mobile to the maximum
4.	The Kahoot application is easy to use
5.	Because it is based online, the use of Kahoot is often constrained on the network
6.	The future development of Kahoot can be accessed offline

The table above is composed based on the result of the interview with 5 students of class XI IPS 3. It is also to answer the research questions 2 “How can the use of Kahoot! as a game based technology solution for e-learning, novices be improved?”

They acknowledge that Kahoot is beneficial for them to develop their potential in order of using technology in classroom learning. In the subdistrict school like SMAN 9 Wajo, students have lack the potential in using ICT. The effectiveness of Kahoot can be seen in how students felt more interested in joining Kahoot rather than learning by using the conventional method. The third, they admit that Kahoot has many benefits for them, they can use time effectively and their smartphone maximally. The use of smartphones for learning is a good thing. Fourth, Kahoot is a platform media for learning that is easy to use. Students feeling the sensation of playing games, it is easy and fun. Fifth, students feel that besides the advantages of Kahoot, it also has some disadvantages. It worked online, so without good access to the network, students will get trouble to get in and answer the questions. Some students join the quiz than a few moments later, they got left the quiz because of the bad network. Sixth, students suggest that to make Kahoot is easy to access, it is better to build this platform media in an offline way.

Conclusion

There are three students' perceptions here; Kahoot! as a learning media, the benefit of the use of Kahoot, and the disadvantages of Kahoot! as a learning media. In the first perception, Kahoot affected students' ambition because the scoring system increases their ambition to become a top scorer, it also builds students' competition. Besides, Kahoot! can make the students participate actively in answering questions, it can help them in understanding the material that has been given, can increase their motivation in learning, and just a little bit of them feel unmotivated by Kahoot!. In conclusion, more than 90% of students stated that

Kahoot is having positive perceptions of them. Learning by using ICT helps them to engage themselves and to understand the material easily.

References

- Barus & Soedewo, 2014. Penggunaan Media Kahoot! Dalam Pembelajaran Struktur Bahasa Inggris. Seminar Nasional Teknologi Terapan Berbasis Kearifan Lokal (SNT2BKL). (589-595)
- Bicen, H., & Kocakoyun, S. (2018). Perceptions of students for the gamification approach: Kahoot as a case study. *International Journal of Emerging Technologies in Learning (iJET)*, 13(02), 72-93.
- Chaiyo, Yanawut & Nockham, Racana. 2017. The Effect of Kahoot, Quizizz, and Google forms on the Student's Perception in the Classrooms Response System.
- Damara, Gheza. 2016. Students' Perception on The Use of Kahoot! as an Ice Breaker in Movie Interpretation Class. (A thesis)
- ECML.2019.Use of ICT in Support of Language Teaching and Learning.Retrieved from: <https://www.ecml.at/TrainingConsultancy/ICT-REV/tabid/1725/language/en-GB/Default.aspx>
- Lubis, A. H. (2018). ICT integration in 21st-century Indonesian English language teaching: Myths and realities. *Cakrawala Pendidikan*, (1).
- Mwalongo, A. (2011). Teachers' perceptions about ICTs for teaching, professional development, administration, and personal use. *International Journal of Education and Development using ICT*, 7(3), 36-49.
- Plump, C. M., & LaRosa, J. (2017). Using Kahoot! in the classroom to create engagement and active learning: A game-based technology solution for eLearning novices. *Management Teaching Review*, 2(2), 151-158.
- Prinzezsinnadia.2013.ICT in English Language Teaching and Learning. Retrieved from:<https://prinzessinnadia.wordpress.com/2013/02/01/ict-in-english-language-teaching-and-learning/>
- Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of educational psychology*, 98(1), 209.
- Talebian, S., Mohammadi, H. M., & Rezvanfar, A. (2014). Information and communication technology (ICT) in higher education: advantages, disadvantages, conveniences, and limitations of applying e-learning to agricultural students in Iran. *Procedia-Social and Behavioral Sciences*, 152, 300-305.
- Tondeur, J., Van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence. *Educational Technology Research and Development*, 65(3), 555-575.
- Wichadee, S., & Pattanapichet, F. (2018). Enhancement of performance and motivation through the application of digital games in an English language class. *Teaching English with Technology*, 18(1), 77-92.